

**REVIEW OF
EDUCATION IN INDIA**

(1947 - 1961)



BIHAR



**NATIONAL COUNCIL OF
EDUCATIONAL RESEARCH AND TRAINING
MINISTRY OF EDUCATION**

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IN INDIA
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CONTENTS

General Information : Pp. 1-2 (territory, area, natural divisions, population, economy, mineral resources, industrial projects, religions, backward classes, languages spoken, percentage of literacy, educational backwardness). Development of Education prior to 1947 : Pp. 2-4 (tradition of learning, advent of English education, educational development up to 1936, increased tempo of progress after 1937, contribution by private individuals). Primary Education : Pp. 4-6 (expansion after independence, enrolment, training schools, teacher-pupil ratio, scales of pay, handbook for teachers, wastage in primary schools, supervision of schools, expansion proposed in the Third Plan). Basic Education : Pp. 6-7 (first experiment in 1935, a comprehensive plan of expansion (1949-50), progress of basic education since independence, introduction of a unified system of elementary education). Secondary Education : Pp. 7-9 (expansion before and after independence, new scales of pay, introduction of higher secondary courses, reorganisation, Bureau of educational and vocational guidance, nationalisation of textbooks, public examinations, extension service centres). University Education : Pp. 9-11 (reorganisation of higher education, four regional universities, Sanskrit University, pre-university classes, revision of university pay scales, expansion since independence). Social Education : Pp. 11-12 (literacy campaign (1938), adult education programmes, new concept of social education, development of libraries, Adult Education Board, staff for social education, training of social education workers). Girls Education : P. 12 (progress since independence, subsidy to girls' institutions, fee concessions, shortage of women teachers inspection of girls' institutions). Teaching of Science : Pp. 12-13. Scholarships : Pp. 13-14 (increase in expenditure since independence, free primary education, scholarships offered at school and university levels, endowment and trust scholarships and other financial concessions). Education of Scheduled Castes, Scheduled Tribes and Other Backward Classes : Pp. 14-16 (fee exemptions to scheduled caste students, book grants to deserving students, fee exemptions and stipends offered to scheduled tribe students, assistance to backward community students, education of Tharus, hostels for backward classes, institutions for backward classes, enrolment during post-independence period). Physical Education, Games and Sports, Youth Welfare : Pp. 16-17 (Board of Health and Physical Education, supervisory staff, training in physical education, special officer for sports, coaches, sports festivals, medical inspection, youth welfare). N. C. C. and A. C. C. : P. 17. Pre-Primary Education : P. 17. Education of Handicapped Children : P. 18. Audio-Visual Education : P. 18. Development of Hindi : Pp. 18-19 (state language, Bihar Official Language Act (1950), switchover to Hindi, coordination of Hindi development, Committee of Hindi scholars, Rashtrabhasha Parishad). Propagation of Sanskrit : P. 19 (institutions for the teaching of Sanskrit in 1946-47, reorganisation of Sanskrit teaching, Mithila Institute and Sanskrit University, general overview : 1959-60). Educated Employment : P. 20. Administration and Finance Pp. 20-21. The Third Plan : Pp. 21-22. Educational Statistics of Bihar : Pp. 23-32.

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27°

26°

25°

24°

23°

22°

BIHAR

1. GENERAL INFORMATION

The composite province of Bihar and Orissa was carved out of Bengal in 1911-12 and Bihar became a separate province in 1936-37. Seraikela and Kharswan were merged with it in 1948-49 while parts of the districts of Purnea and Manbhum (now Dhanbad) were transferred to West Bengal in 1955-56. The State now has an area of 67,198 square miles and is divided into 17 districts. It falls into three main natural divisions: North Bihar, South Bihar and Chotanagpur. North Bihar is separated from the rest of the State by the Ganges. It is the most thickly populated part of the State and is liable to ravages of floods and draughts. It is traversed by the Kosi, aptly described as Bihar's "River of Sorrow". South Bihar broadly consists of the plains to the south of the Ganges. The plateau of Chotanagpur rises to about 2,000 feet above the sea level at its highest. Although its soil is poor and communications inadequate, it is one of the richest mineral tracts in the country.

According to the census of 1961, Bihar has a total population of 464.57 lakhs of which 39.15 lakhs (or 8.43 per cent) reside in towns and 425.42 lakhs (or 91.57 per cent) in villages which number about 71,000. The average density of population is 691 per square mile. The economy of the State is primarily rural and agricultural and about 86 per cent of the population live on agriculture. In spite of four canal systems (the biggest being the Sone Canal) operating in the State, with a total mileage of 1,889 and other major and minor irrigation projects, agriculture still is largely a 'gamble in monsoon'.

Bihar has the largest concentration of a variety of mineral resources. Copper, kyanite, mica and manganese are found in considerable quantities and a substantial portion of the nation's output in coal, ore and asbestos is found in Bihar. These are being rapidly exploited and the State is now taking big strides on the road to industrial development. The more important of the projects in this sector are the Tata Steel Works and its associated concerns, the Sindri Fertilizers, the

D. V. C. Power Station, the emerging fourth steel plant at Bokaro, the heavy machinery plant near Ranchi and the Barauni Oil Refineries.

Majority of the people in the State are Hindus; the Muslims and Christians come next in order of numbers. There are also a few Sikhs, Jains and Buddhists. Bihar has a large population of backward classes. According to the census of 1951, the population of Scheduled castes was 50.57 lakhs (or 12.57 per cent of the total population), that of the Scheduled tribes 40.49 lakhs (or 10.06 per cent) and that of the other Backward classes 62.76 lakhs (or 15.60 per cent).

The principal languages spoken in the State are Hindi, Urdu, Bengali, Oriya and Maithili, besides several dialects like Magadhi and Bhojpuri. In tribal areas, the chief spoken languages are Ho, Santhali, Mundari and Oraon. Except for the dialects, all these languages are recognised as media of instruction at the elementary stage of education.

The percentage of literacy in 1951 was 12.2 (men 20.6 and women 3.7). By 1961, it had increased to 18.2 (29.6 for men and 6.8 for women). Owing to a variety of factors, Bihar has remained backward in education, particularly in the sphere of girls' education. The evil practices of child-marriage and 'purdah' have not as yet disappeared completely. It is only in the last few years that intensive efforts to develop education in Bihar have been made. A welcome slackening of the prejudice against girls' education has also become noticeable.

2. DEVELOPMENT OF EDUCATION PRIOR TO 1947

Bihar has an age-old tradition of learning. Pataliputra, Nalanda, Vaishali and Mithila were famous seats of learning during the ancient period and attracted students, not only from all over India, but from other countries as well. Although this glory remained only a memory in later years, the tradition of classical learning was kept alive by the Sanskrit *tols* or *Pathashalas* and the Arabic *Madrassahs*. These and the more numerous group of elementary indigenous schools and *Maktabas* were the only educational institutions at the beginning of the 19th century when the foundations of the modern system of education began to be laid.

The earliest schools for English education were started at Purnea, Bhagalpur, Arrah and Chapra in the wake of the well-known Resolution of the Government of India in 1835, deciding to spread western science and literature through the medium of English. After the Wood's Despatch of 1854, more schools, both government and aided, began to be established and education went on making a steady, although slow progress till 1921. In January 1863 was established the Patna College which, to this day, has functioned as the nerve-centre of higher education and cultural activity in the State. The Patna Training College was opened in 1908. The Temple Medical School was established at Patna in 1874. In July 1925, the P. W. Medical College, Patna, came into existence and the Temple Medical School was shifted to Darbhanga where, in 1946-47, it was raised to the status of a medical college. The Bihar School of Engineering was established about 1896 and raised to the status of an engineering college in July 1924. With the constitution of the new province of Bihar and Orissa, educational activity was stimulated further and the period 1912-21 is memorable on account of preparation of the Education Code (1912), the constitution of a school examination board to regulate the examinations of training schools in 1913, establishment of a provincial textbook committee, foundation of the provincial research society in 1915, and establishment of the Patna University in 1917.

In 1921, education was made a transferred subject with a Minister appointed from amongst the elected members of the legislature. The first programme of compulsory primary education was introduced in Ranchi municipal area in 1920-21. The School Leaving Certificate Examination for high schools was instituted in 1921 (this was abolished later in 1934-35). In 1922-23, the Board of Secondary Education was constituted and, in the same year, was set up the Madarsa Examination Board for controlling the teaching of Urdu, Persian and Arabic. During 1926, the old L. T. Examination was abolished and a one-year course for a diploma in Education and a two-year course for the B. Ed. degree were introduced. In 1935-36, provision was made for the degree of

Master of Education. The first science college was opened in July 1927 and the first veterinary college in 1930.

With the introduction of provincial autonomy in 1937, the tempo of progress rose further. A big drive for literacy was launched in the State and the scheme of basic education was adopted with great enthusiasm. The mother tongue was adopted as the medium of instruction at the primary and secondary stages. A women's college was opened in 1940 at Patna by a mission and in August 1946 was started the Government Degree College for Women. The first arts school was opened at Patna in 1939.

By 1946-47, there had been a good deal of educational expansion at all levels. Patna University had 23 colleges for general education with 12,767 scholars and 7 for professional education with 1,682 scholars. There was also a Board of Secondary Education with 1,951 secondary schools and an enrolment of 3,43,408 scholars. The number of primary schools stood at 20,260 with 9,06,396 scholars. The total direct expenditure on education came to Rs. 67,45,827 of which 30,84,920 was contributed by the Government.

A most encouraging part of the history of education in the State has been the remarkable contribution made by many a private individual who donated large sums of money for such purposes as the opening of schools and colleges, establishment of educational endowments and trusts, installation of university Chairs in different subjects, institution of scholarships and stipends for higher studies and of prizes and medals for excelling in various university examinations. The names of Maharajadhiraja Darbhanga, the Maharaja Bahadur of Hathua, the Raja Bahadur of Benaili, Raja Deokinandan Prasad Singh (Monghyr), Shri Ganesh Dutta Singh, Maharani of Bettiah, deserve special mention in this regard.

3. PRIMARY EDUCATION

Prior to independence, only 21 per cent of children in the age group 6-11 were attending school. Largely as a result of the expansion undertaken during the first Plan, the number of institutions increased to 27,995 by 1955-56 (including 2,647 schools for girls) and the percentage of school-going

children (6-11) increased to 35. Supreme efforts to increase enrolment were made in the second Plan and intensive enrolment drives were organised. Consequently, there has been a large increase in the enrolment of children, particularly of girls. In 1960-61, the enrolment at the primary stage was estimated to be 32 lakhs (including 8 lakhs of girls) or 54 per cent of the children in the age group 6-11. The enrolment at the middle stage was estimated to be 5.5 lakhs (including 60,000 girls) or 19.4 per cent of the population in the age group 11-14.

There were 69 schools for the training of men teachers and 10 for women teachers in 1947-48. By the end of the second Plan, the number of training schools is expected to have increased to 113 (including 30 for women) with an annual intake of 200 each. Out of these, as many as 101 are managed by the State Government. The annual output of trained teachers is expected to rise to 8,500 from the second year of the third Plan. This output will, by and large, be adequate for meeting the teacher requirements of the State. The teacher-pupil ratio was 1:28 in 1947-48. It has decreased gradually and is now estimated to be 1:45.

The State Government has felt greatly concerned about the low scales of pay of primary teachers and it has been its endeavour to improve them. The scales of pay have been revised thrice during the post-independence period. Following are the scales in force at present.

Trained Matriculate	Rs. 50—90
Trained Non-Matriculate	Rs. 40—75
Untrained Matriculate	Rs. 40—60
Untrained non-Matriculate	Rs. 30—40

A few handbooks for the guidance of teachers have been brought out by the Bihar Basic Education Board.

Wastage in primary schools continues to be high. Upgrading of lower primary schools into five-class upper primary schools, provision of light midday meals in a few selected areas, conversion of schools to the basic type, and appointment of better qualified teachers are some of the measures taken by the Government to reduce the extent of this evil.

In order to improve the efficiency and supervision of schools, each Anchal-cum-Development block has been provided with a sub-inspector of schools. In some of the bigger blocks, two sub-inspectors have been provided. The number of deputy inspectors of schools has also been increased. On an average, there is now one deputy inspector for every 40 middle schools.

The present tempo of expansion will be continued and expanded during the third Plan. It is proposed to enrol 16 lakhs of additional children at the primary stage. This will increase the total enrolment at this stage to 48 lakhs or 72.5 per cent of the total population in the age group 6-11. At the middle school or senior basic stage, the total enrolment will increase to 9.25 lakhs or 26.7 per cent of the total population in the age group 11-14. The total Plan expenditure on elementary education will be of the order of Rs. 20 crores.

4. BASIC EDUCATION

Bihar has always looked upon basic education as a special message of Mahatma Gandhi. The first popular Ministry set up under the Government of India Act, 1935, launched the experiment in April 1939 by starting 35 basic schools opened in and around the village of Brindaban in the Champaran district. The Governor's rule that followed the resignation of the popular Ministry soon afterwards prevented an expansion of the programme; but it was kept going with 27 schools. When the popular Ministry resumed power in April 1946, the experiment was taken up with renewed vigour and by March 1949, the number of basic schools had increased to 100 and that of basic training schools from 1 to 13.

The year 1949-50 would always remain a landmark in the history of basic education in Bihar since it was during this year that a comprehensive plan of expansion was worked out and launched. As many as 333 new basic schools, 12 new post-basic schools and 6 new basic training schools were added under the scheme in that year. In 1950-51, a basic training college (later renamed Sarvodaya Mahavidyalaya) was started at Turki for training graduates in the methodology of basic education. Till 1952-53, all basic institutions in

the State were government-managed; in 1953-54, local bodies and private organisations also stepped into the field and started basic schools with a grant-in-aid from the Government.

The following table indicates the progress of basic education since independence.

	Institutions		Enrolment		Direct expenditure		Cash income from productive activities	
	1946-47	1959-60	1946-47	1959-60	Rs. 1946-47	Rs. 1959-60	Rs. 1946-47	Rs. 1958-59*
Post-Basic Schools	1	21	119	2,931	4,240	2,13,584	..	41,374
Basic Schools	36	3,466	3,755	4,24,821	1,65,576	86,34,730	8,972	1,45,080
Basic Training Colleges	..	3	..	479	1,18,182	2,37,295	..	2,687
Basic Training Institutions	3	83	181	11,003	..	29,43,982	1,211	53,089
	40	3573	4055	4,39,234	2,87,998	1,20,29,591	10,183	2,42,230

*Figures for 1959-60 are not available.

As recommended by the Bihar Basic, Middle and Primary Education Enquiry Committee, under the chairmanship of Shri K. G. Saiyidain, Bihar has accepted the proposal for the development of a unified system of elementary education. Accordingly, an integrated syllabus for classes I to VII for all elementary (primary, middle, basic) and high schools in the State was prepared and introduced in classes I to III in 1959, in class IV in 1960 and in class V in 1961. This is the first major step towards the ultimate conversion of all non-basic schools into fully basic institutions.

5. SECONDARY EDUCATION

Secondary education has been taking big strides since independence. In 1946-47, the total enrolment in classes IX to XI was only 59,218. By 1960-61, it had increased to about 3·10 lakhs. The total number of secondary teachers increased from 14,335 in 1946-47 to 38,723 in 1959-60, and during the same period, the percentage of trained teachers increased from 48 to 53. As against only one teachers' training college with an enrolment of 90 during 1946-47, the State has now 5 such colleges (including one for women) with an enrolment of 676 (including 125 women).

New scales of pay as recommended by the Bihar Pay Revision Committee were introduced in government higher and middle schools in 1948-49. The pay scales of certain

categories of teachers in such schools were further revised during 1956-57. In order to enable the private schools to pay the prescribed dearness allowance to teachers and to qualify for earning the government grant on this account, their managements were allowed to increase the rates of tuition fees by 10 per cent in 1947-48 (and again by 25 per cent in 1949-50).

The higher secondary courses were introduced in 8 high schools during 1957-58. By 1959-60, as many as 148 schools had been converted into higher secondary schools of which 80 (51 government and 29 non-government) are of the multipurpose type. This number is likely to have risen to about 200 by the end of the second Plan. About 300 students appeared for the first higher secondary examination in 1960 and about 3000 appeared at the second examination in 1961.

It is rather early to assess the results of this reorganisation. The percentage of failures at the higher secondary examination has been considerable and most of those who passed the examination appeared as anxious to join the university as the products of ordinary secondary schools. Some difficulty was also experienced by the students of higher secondary schools in 1960 in securing admissions to certain colleges at Patna. It is expected, however, that there would in future be no discrimination between the pre-university students and higher secondary students in the matter of admission to higher courses. The training of teachers of scientific and vocational subjects and supply of standard equipment pose another difficult problem. It is also felt that the higher secondary syllabus is heavier than the pre-university syllabus and that the number of compulsory subjects in the final examination is much too large and the examination load disproportionately heavy. These problems, including the revision of the syllabus, are now receiving attention.

During 1955-56, the Government set up a Bureau of Educational and Vocational Guidance at Patna. A number of schools have since been provided with teachers who have been trained as school counsellors at the Bureau.

During 1949-50, the Government decided to take up the production and supply of textbooks under the control of the

Department itself. The Bihar Textbook Committee, constituted in December 1949 had published, till the end of 1958-59, 908 textbooks in different subjects for classes I to XI. The Bihar Basic Education Board has also published books for use in basic and post-basic schools. Books published by private publishers, if found suitable, are also approved as textbooks.

The Secondary School Examination and Higher Secondary School Examination are public examinations, qualifying for admission to the pre-university and first year degree classes respectively of the university. In high schools for Anglo-Indians, the final 'School Certificate Examination' is conducted by the University of Cambridge Local Examinations Syndicate through the Council for the Indian School Certificate Examination, New Delhi. A radical change in the examination system was the introduction of a system under which a progress record is maintained for every pupil in the two highest classes. Twenty per cent of the marks in every paper at the final Secondary School Board Examination are reserved for internal assessment.

There are four extension service centres attached to the four training colleges for men in the State. The centres have been arranging conferences, discussions, symposia, demonstrations and lectures.

6. UNIVERSITY EDUCATION

On the basis of the recommendations of Radhakrishnan Commission, the State Government took a number of important decisions with a view to reorganising higher education. These include : (a) establishment of a purely teaching university at Patna; (b) establishment of four regional teaching-cum-affiliating universities; (c) provision of facilities for the teaching of science in at least one college in each district; (d) subsidising the establishment of one women's college in every division; (e) transfer of the general control of higher education to autonomous universities; and (f) introduction of the three-year degree course (involving the abolition of the Intermediate examination). By 1950-61 almost all these decisions had been implemented.

Two universities came into being on 2nd January 1952, *viz.*, the Patna University which was reorganised as a purely teaching university within the limits of the Patna Municipal Corporation and the Bihar University as an affiliating-cum-teaching university for the rest of the State. The government colleges at Patna, Ranchi and Muzaffarpur were transferred to the control of the Patna and Bihar universities respectively. During the same year, the conduct of the Matriculation examination was transferred from the university at Patna to the Bihar Secondary School Examination Board which was established as a statutory body. In 1960-61, effect was given to the proposal to have a regional university for each division. Accordingly, the Patna University was given jurisdiction over the Patna division; the Bihar University was restricted to the Tirhut division; and new universities were established at Bhagalpur (for the Bhagalpur division) and at Ranchi (for the Chotanagpur division). A Sanskrit university has been founded at Darbhanga (January 1961) with a view to revitalising the entire system of Sanskrit education in the State.

Side by side with the opening of higher secondary schools, arrangements have been made for starting pre-university classes in the various colleges. The first batch of students joined the three-year degree course in 1960.

The pay scales of teachers in non-government intermediate and degree colleges were very low in 1946-47. Consequently they had to be revised twice. The present scale prescribed by the Bihar University for lecturers is Rs. 200-20-220-15-300-EB-20-500. The pay scales of teachers in government colleges are as follows.

Bihar Educational Service Class I (both for men and women)	Rs. 350-25-650-EB-35-1000
Bihar Educational Service Class II (both for men and women)	Rs. 200-20-220-25-320-EB- 25-670-EB-20-750

The pay scales of teachers of constituent colleges of the Patna and Bihar universities are identical with the government scales.

Since independence, the number of institutions of higher education increased from 33 with 14,600 scholars in 1946-47

to 130 with 79,059 scholars in 1958-59 and it was about 89,000 in 1960-61. The total direct expenditure on institutions for higher learning increased from Rs. 39 lakhs during 1946-47 to Rs. 232 lakhs during 1958-59.

7. SOCIAL EDUCATION

A large-scale literacy campaign was launched by the Education Department in April 1938. Mass literacy committees were constituted at State, district and sub-divisional levels with sub-inspectors of schools in charge of literacy work in their areas. The initial tempo of the movement could not be maintained in later years. Even so, there were 1,931 literacy centres attended by 91,167 adults in 1946-47.

During the post-independence period, the adult education programmes have gained both in depth and extent. In 1959-60, there were 6,944 centres with 2,61,960 adults in attendance and the Government contributed Rs. 12 lakhs towards the total expenditure. The programme of social education is no longer confined to literacy but includes also (i) cleanliness and sanitation, (ii) health and medical aid, (iii) culture and recreation, (iv) reform in social customs and behaviour, (v) economic betterment, and (vi) publication and publicity.

Great stress is being laid upon the development of libraries. One central State library, 17 district libraries (one in each district), 11 sub-divisional libraries, 17 children's libraries at State and district headquarters, 18 mobile libraries and 500 circulating libraries have been organised under the supervision and control of the Superintendent of Libraries so far. Short training courses in librarianship are organised at the district and divisional levels. A monthly journal called 'Pustakalaya' is published by Rajya Pustakalaya Sangh. In 1959-60 the State incurred an expenditure of Rs. 3·1 lakhs on the development of libraries.

The Adult Education Board with the Education Minister as President and the Deputy Director of Education (Social) as Secretary advises the State Government on matters concerning social education. The departmental staff for social education includes one social education organiser for each division, one district social education organiser in each

district and two social education organisers in each Anchal-cum-Development blocks. There is also a special officer for propaganda and publications. Three janata colleges and three social workers' training institutes train workers for social education.

8. GIRLS' EDUCATION

There has been great progress in the field of girls' education. In 1946-47, there were 1,964 primary schools, 118 secondary schools and 3 colleges for girls; in 1959-60, their number stood at 4,091,292 and 12 respectively. Enrolment has also been increasing rapidly. It is estimated that, by the end of the second Plan, the number of girls enrolled was 8 lakhs (or 26·9 per cent of the age group 6-11) at the primary stage, 60,000 (or 4·2 per cent of the age group 11-14) at the middle stage, and 20,000 (or 1·5 per cent of the age group 14-17) at the high school stage. In the colleges, their enrolment increased from 284 in 1946-47 to 2,374 in 1958-59.

The State pays handsome subsidies to institutions for girls. Girls attending boys' schools are exempted from tuition fees at the middle stage and are charged lower rates of fees in girls' middle and high schools.

A number of steps have been taken recently to meet the shortage of women teachers. These include establishment of additional training schools for women with assistance from the Centre, enlargement of the intake capacity of the existing institutions, award of a stipend of Rs. 25 p.m. to each trainee, institution of special stipends for girls who are willing to serve as teachers after training, and organisation of condensed courses.

There is a woman Deputy Director in charge of girls' education at the Directorate. Besides, there is a district inspectress in each of the 17 districts. For the supervision of girls' middle and primary schools and social education centres, there are 41 posts of sub-divisional deputy inspectresses of schools.

9. TEACHING OF SCIENCE

The teaching of science at the university level has received considerable attention during the post-independence period. While there were only 8 colleges affording facilities

for the teaching of science during 1946-47, there were 51 at the end of 1958-59 (1 college teaching up to the M.Sc., 16 up to the B.Sc., and 34 up to the I.Sc.). The number of students in the science courses increased nearly eightfold from 2,141 in 1946-47 to 16,325 during 1958-59.

Arrangements for the teaching of science at the secondary stage existed only in a few government schools at district headquarters. The position has greatly improved since. General Science is now compulsory in all schools while elective science is taught in a large number of high and higher secondary schools.

10. SCHOLARSHIPS

In 1946-47 the total expenditure on scholarships, stipends and financial concessions was only Rs. 4.57 lakhs (inclusive of Rs. 3.4 lakhs spent from State funds). In 1958-59, the total expenditure came to Rs. 107.41 lakhs (inclusive of Rs. 100.73 lakhs spent from State funds). The figures are inclusive of the expenditure incurred on scholarships, stipends and other financial concessions given to Scheduled castes, Scheduled tribes and other Backward classes.

At the primary stage, only 20% of the students were granted freeships in 1946-47. Primary education is now free in the entire State. The percentages of students awarded freeships in middle schools, high schools and colleges for general education have increased from 10, 10 and $7\frac{1}{2}$ in 1946-47 to 15, 15 and $12\frac{1}{2}$ respectively. In 1946-47, there were 1,163 merit scholarships of the value ranging from Rs. 3 p.m. to Rs. 5 p.m. each. In 1959-60, there were 1,557 such scholarships and their value varied from Rs. 3 p.m. to Rs. 15 p.m. Further increase in the number and rates of scholarships is under contemplation. At the university stage, there were in 1946-47, 92 junior scholarships (of the value ranging between Rs. 7 and Rs. 20 p.m.) awarded on the basis of the Matriculation examination and 34 senior scholarships (of the value ranging between Rs. 7 and Rs. 25 p.m.) awarded on the basis of the Intermediate examination in arts and science. In 1956-57, there were 156 junior college merit scholarships of the value ranging from Rs. 40 to Rs. 45 p.m. available for one year in pre-university classes on the result of the secondary school examination and 73 merit scholarships of Rs. 50 p.m.

each available for 3 years (in the three-year degree course) on the result of the higher secondary school examination and the pre-university examination in arts, science and commerce.

The number of merit-*cum*-poverty stipends in schools for general education in 1946-47 was only 714 and their value ranged from Rs. 3 p.m. to Rs. 10 p.m. each. At present their number is 2,850 and their value ranges from Rs. 10 p.m. to Rs. 20 p.m. each. During the pre-independence days, there was practically no provision for awarding merit-*cum*-poverty stipends at the university stage. Now, there are 1,516 such stipends with rates varying from Rs. 20 to Rs. 40 p.m. each.

A scheme for granting educational stipends to children of political sufferers has been in force since 1959-60. Under this scheme 108 stipends varying from Rs. 20 to Rs. 40 p.m. and 716 stipends varying from Rs. 10 to Rs. 30 p.m. were available during 1960-61 at the college and school levels respectively.

There are also some scholarships and stipends (including loan scholarships) available for students at the university stage. These are awarded by the universities according to the terms of the trusts and endowments created for that purpose.

During the last decade the number of students receiving other financial concessions such as book grants, exemptions from payment of tuition or examination fees, money grants for payment of fees etc., has increased considerably. In 1958-59, 39,288 students (36,621 boys and 2,667 girls) were in receipt of such concessions in schools and colleges, the total amount involved being nearly Rs. 10 lakhs.

11. EDUCATION OF THE SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD CLASSES

Scheduled caste students reading in schools are exempted from payment of tuition fees. Subject to the application of the prescribed means test, the exemption holds good at the university stage also. They are exempted from payment of admission fees in colleges, hostel rent in hostels managed by the Government, and examination fees in university or

secondary school board examinations. Book grants and petty grants for purchase of reading and writing materials are also given to deserving students.

Till recently Scheduled tribe students at the secondary stage (including those studying in middle, senior basic and post-basic schools) were required to pay about half of the prescribed rate of tuition fees. From the financial year 1960-61, however, they have been given full exemption. At the post-matriculation stage, all Scheduled tribe students are eligible for stipends. They are also paid tuition fees and other compulsory charges levied by the colleges. No admission fee is charged to college students and they are exempted from the payment of examination fees at the university and secondary school certificate examinations.

Students belonging to Backward communities among Hindus receive assistance in such forms as stipends, book grants, and payment of fees for university examination or college tuition. Backward Muslim communities receive assistance towards the opening of *Maktabas*, libraries and hostels, award of stipends and book grants to students reading in schools and colleges and payment of examination and tuition fees. There is a special scheme for the education of Tharus in the district of Champaran under which primary and middle schools are opened and maintained in the Tharu areas. Government have also sanctioned the upgrading of two of the existing Tharu middle schools into high schools.

Quite a large number of hostels have been constructed by the Government all over the State for the benefit of students belonging to Scheduled castes, Scheduled tribes and other Backward communities. Some of these are directly managed by the Government while others are placed under the management of *Seva Mandals*. No rent is charged in these hostels and boarders get free service in addition to free medical attendance. In deserving cases, other facilities are also provided e.g., hostel allowance or free food and vegetable allowance. Although the hostels are primarily meant for students belonging to backward classes, students belonging to other communities are also allowed, even encouraged, to join them.

The number of schools (the majority of which are primary schools) specially meant for the Backward classes has increased considerably. In 1946-47, there were 1,066 such institutions with 34,080 students. In 1958-59, the number of institutions was 2,229 and that of students 99,903. The total enrolment of students belonging to Backward classes in all kinds of institutions in 1946-47 was 1,56,460 (university stage 338; high school stage 5,051; middle school stage 9,043; primary stage 1,40,537; in professional and special institutions 1,491). By 1958-59, the figures had increased to 20,71,660 (university 21,794; high 1,57,088; middle 2,54,932; primary 14,96,825; nursery 159 and in professional and special institutions 1,40,862).

12. PHYSICAL EDUCATION, GAMES AND SPORTS, YOUTH WELFARE

A Board of Health and Physical Education was set up in 1957 to advise the Government on matters relating to physical education. The supervisory staff of physical education consists of 17 deputy superintendents of physical education, one for each district, and one lady superintendent in charge of physical education in girls' high schools. Physical education now forms an integral part of the school programme and, on an average, three hours a week are devoted to physical training. It has been decided that every high school should have one graduate instructor specially trained in physical education. It is estimated that 150 schools had been so covered by the end of the second Plan. Facilities for the training of teachers in physical education are provided at the Government College of Health and Physical Education, Patna, which was established in 1951, and at the aided schools of health and physical education at Muzaffarpur and Dhanbad.

The general direction of games and sports has been entrusted to a Special Officer for Sports. Coaches have been appointed to spot young talent and train young athletes and players in football, hockey and cricket. In addition, two permanent coaching bases are located at two of the educational institutions at Patna.

Sports festivals are held at State, divisional, district and sub-divisional levels and a sum of Rs. 50,000 is sanctioned

annually for the purpose. A sports stadium-cum-guest house is under construction at Patna.

There is a lady School Medical Officer for medical inspection of children in government high and middle schools for girls. Schools run by the Tata Iron and Steel Company, a few non-government high schools, Anglo-Indian secondary schools and government post-basic schools provide for regular medical inspection of their students. Hostels attached to all government high schools employ part-time medical officers on their staff.

An Assistant Director of Youth Welfare is in charge of youth welfare programmes. So far 22 youth hostels have been set up in the State. Youth movement is also being organised on an intensive scale in 23 post-intensive development blocks through the formation of youth clubs.

13. N.C.C AND A.C.C.

The strength of the N.C.C. and A.C.C. has been increasing very rapidly in recent years. In 1959-60, there were 2,310 A.C.C. officers and 1,38,600 cadets at the school stage. In the N.C.C., there were 245 officers and 11,025 cadets at the school stage and 143 officers and 7,560 cadets at the university stage. Besides, about 21,000 college students are receiving training in N.C.C. Rifle companies at present.

14. PRE-PRIMARY EDUCATION

In the pre-independence period, pre-primary education was provided only in some of the Anglo-Indian secondary schools and residential schools run by the Christian missionary organisations. Even after independence, pre-primary education has, in the main, continued to be the concern of the voluntary organisations.

In 1959-60, there were 15 pre-primary schools (13 for boys and 2 for girls) with an enrolment of 790, exclusive of 168 enrolled in the nursery or pre-primary departments of other schools. Since 1946-47, the Government conducts one pre-basic school. The State has no facilities for the training of pre-primary teachers. A provision of Rs. 8.3 lakhs has been suggested for assistance to voluntary organisations running such institutions in the third Plan.

15. EDUCATION OF HANDICAPPED CHILDREN

Before independence, there were two schools for blind children and two for deaf-mutes. There are now five schools for the blind and deaf-mutes with 381 students and 41 teachers (1959-60). Of these, 143 students were in receipt of stipends.

Prior to 1959-60, government policy was against direct enterprise in this field. It has now been decided, however, to provincialise some of the privately managed schools. The Patna Blind School was provincialised in 1959-60. The Deaf and Dumb School, Patna, is also likely to be provincialised soon.

16. AUDIO-VISUAL EDUCATION

A Board of Audio-Visual Education was set up in 1954 and reconstituted in 1957. The departmental staff for this sector consists of one audio-visual officer, one production officer and one film librarian. There is a State film library and, at present, 208 high and higher secondary schools have the necessary facilities for screening educational films. Grants-in-aid are given to schools for purchase of audio-visual equipment.

17. DEVELOPMENT OF HINDI

Hindi was declared to be the State language in 1948. The Bihar Official Language Act, passed in 1950, directed that Hindi was to replace English completely by 29th November 1957. To facilitate this, the translation of codes, manuals etc. was taken in hand, non-Hindi government servants were trained in noting and drafting in Hindi, and arrangements were made for training in Hindi typewriting and for supply of Hindi typewriters to all offices. Owing to several practical difficulties, however, the Act could not be enforced until November 1960. Hindi has now been adopted as the medium for a very large part of government business.

To co-ordinate various programmes in regard to the development of Hindi, a new department has been set up. It has brought out several publications to popularise technical terms in Hindi. A committee of Hindi scholars has also

been set up to examine the appropriateness of Hindi words and expressions published by the Government of India and the State Government and wherever necessary, to suggest revisions.

The Rashtrabhasha Parishad established by the Government in 1949-50 is engaged in the publication of important works of research in Hindi language and literature, collection of Hindi folklore, award of prizes for important works in Hindi, translation of important works in other languages into Hindi and arrangement of lectures by eminent men of letters in Hindi.

18. PROPAGATION OF SANSKRIT

In 1946-47, there were 377 Sanskrit *tols* (including one Sanskrit college managed by the Government) with 10,746 pupils and 733 primary Sanskrit schools with 25,844 pupils. On the recommendations of the Sanskrit Reorganisation Committee, the teaching of Sanskrit has been reorganised. There is now one government Sanskrit high school in each district, and one government Sanskrit college in each division. Government have also decided to establish Sanskrit middle schools at each of the sub-divisional headquarters of the State. Teaching up to *Uttar Madhyama* (high secondary stage) is imparted in Sanskrit high schools while courses about *Uttar Madhyama* are taught in Sanskrit colleges.

The establishment of the Mithila Institute at Darbhanga for post-graduate studies and research in Sanskrit in 1950-51 was an important step for the promotion of Sanskrit. The establishment of a Sanskrit university at Darbhanga in 1960-61, to which reference was made earlier is yet another momentous step in the same direction.

Despite these steps, the progress is not very satisfactory. The number of primary Sanskrit schools went down to 500 in 1959-60 although the number of pupils had increased to 35,590. The number of *tols* has remained more or less constant and their enrolment was only 19,406 in 1959-60. The number of Sanskrit colleges increased from 1 to 4; but the enrolment has fallen from 235 in 1947-48 to 168 in 1959-60.

19. EDUCATED UNEMPLOYMENT

The problem of educated unemployment has been growing in magnitude for some time now. In 1960, the number of registrations with employment exchanges was 38,686 of which 29,701 were matriculates, 5,786 intermediate passed, and 3,199 graduates. The number of placements during the year was only 2,219. At the end of the year, there were 19,545 names still on the live registers of whom 14,747 were matriculates, 2,940 intermediate passed and 1,858 graduates. These figures really underestimate the magnitude of the problem because not every unemployed person takes care to get himself registered. It has also to be noted that the single largest group among the educated unemployed persons consists of matriculates most of whom seek only clerical appointments.

20. ADMINISTRATION AND FINANCE

With the all-round expansion in education outlined above, the staff of the Bihar Education Department had to be considerably strengthened. In 1946-47, the Department had only 340 officers (6 for direction and 334 for inspection); their number in 1959-60 stood at 1,115 (24 for direction and 1091 for inspection). It must be noted, however, that despite the great expansion which the administrative set-up has undergone in recent years, the percentage of expenditure on direction and inspection in relation to the total educational expenditure of the State has actually decreased from 12.04 per cent in 1946-47 to 5.95 per cent in 1958-59.

Seminars, camps, conferences and short refresher courses are organised from time to time with a view to improving the efficiency of the administrative staff. Whenever an appointment is made by direct recruitment, the recruit is put through his paces by being required in the first instance to work as an understudy to selected officers for specified lengths of time. The first grade training colleges are also used for training the fresh recruits.

A building research unit was set up in the Directorate during the first Plan and placed under an assistant engineer, loaned by the Public Works Department. This unit, which was placed on a permanent footing during the second Plan, has been instrumental in expediting construction of primary,

middle and training school buildings by drawing plans and estimates and through effective supervision of construction work.

Under the Bihar Local Self-Government (Amending and Validating) Act, 1954, certain powers relating to education have been withdrawn from local boards and a District Education Fund has been created in each district to be operated by the District Superintendent of Education.

Under the Bihar Primary Education (Amendment Act IV) of 1959, local bodies have been authorised to levy a cess of $6\frac{1}{4}$ per cent of the house tax for utilisation on expenditure and expansion of free primary education in their areas.

In 1946-47, the total expenditure on education was Rs. 2.99 crores and the State's share came to Rs. 1.14 crores (or 38.43 per cent). The corresponding figures for 1958-59 were Rs. 16.47 crores and Rs. 10.50 crores respectively. The State's share in the total expenditure has thus increased to 63.83 per cent. In 1947-48, the total State expenditure on education was 8.4 per cent of the total State budget. In 1958-59, this accounted for 9.54 per cent.

21. THE THIRD PLAN

The Third Five Year Plan, besides maintaining the present tempo of expansion, will address itself to consolidation and the completion of tasks started in the second. It is proposed to enrol 16 lakhs of additional children in the age group 6-11. This will increase the enrolment percentage at this level to 72.6 (90.4 for boys, and 54.7 for girls). In the 11-14 age group, the target is to enrol 3.75 lakhs of additional children raising the percentage of enrolment to 26.7 (42.6 for boys and 10.7 for girls). The total output of trained primary teachers will be increased to 40,000. Other programmes of primary education include doubling the number of scholarships and construction of rent-free quarters for women teachers in rural areas.

In the age group 14-17, it is proposed to increase the enrolment by 1.90 lakhs, increasing the percentage of enrolment to 17.3 (30.3 for boys and 4.2 for girls). Of the 1,850 recognised secondary schools, 950 will be either higher secondary or multipurpose by the end of the third Plan. Other

schemes include provision of hostel accommodation for 1,000 girls and installation of sanitary fittings for girls in boys' institutions.

At the university stage, the number of scholars is expected to increase from about 89,000 in 1960-61 to about 1,09,000 in 1965-66. The proportion of science students is likely to increase from 23.6 per cent in 1960-61 to 30 per cent by the end of the Plan. Other important schemes in the university sector include the institution of 1,250 merit-*cum*-poverty scholarships, development of a number of institutes of post-graduate research, development of Nava Nalanda Mahavihara for post-graduate studies and research in Prakrit and Budhology, development of Vaishali Institute for post-graduate studies and research in Jainology and Ahimsa and the establishment of a government college of music at Patna for meeting the need for music teachers for secondary and elementary schools.

EDUCATIONAL STATISTICS OF BIHAR
I—Number of Institutions

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
Universities	1	2	1	2	2	2
Boards of Education	·	·	·	·	1	·
Research Institutions	·	·	·	·	4	·
Colleges for General Education—	·	·	·	·	·	·
Degree Standard	·	·	25	3	59	5
				54	5	14
Intermediate Standard	·	·	6	2	·	·
Colleges for Professional and Technical Education—	·	·	·	·	2	2
Agriculture and Forestry	·	·	1	1	2	2
Commerce	·	·	1	1	2	2
Engineering and Technology	·	·	3	3	5	5
Law	·	·	2	2	3	3
Medicine	·	·	4	4	7	7
Teachers' Training—	·	·	·	·	·	·
Basic	·	·	2	2	3	3
Non-Basic	·	·	·	·	2	2
Veterinary Science	·	·	1	1	1	1
Others	·	·	3	3	3	2
Colleges for Special Education	·	·	·	·	6	6

I—Number of Institutions (Contd.)

	1	2	3	4	5	6	7
Schools for General Education—							
Higher Secondary Schools	..	..	..	..	..	146	13
High Schools	643	35	940	43	1,143	53	
Middle Schools—							
Basic	224	4	573	7	729	7	
Non-Basic	1,918	113	2,619	157	3,139	186	
Primary Schools—							
Basic	300	2	1,401	4	2,259	107	
Non-Basic	23,399	2,123	26,594	2,643	29,782	3,395	
Pre-Primary Schools	..	..	4	..	10	..	
Schools for Vocational and Technical Education—							
Agriculture and Forestry	1	1	18	1	17	1	
Arts and Crafts	15	9	13	9	21	9	
Commerce	16	..	16	..	19	..	
Engineering	1	..	4	..	14	..	
Medicine	..	..	..	..	..	..
Teachers' Training—							
Basic	84	10	61	3	62	6	
Non-Basic	..	..	21	10	25	11	
Technology and Industrial Others	28	4	29	4	29	5	
Others	8	..	2	..	3	..	
Schools for Special Education—							
For the Handicapped	7	1	4,890	265	6	..	
Social (Adult) Education,	2,900	13	..	..	6,617	705	
Others	416	..	..	..	498	3	
Total	39,938	2,320	37,272	3,152	44,632	4,508	

II—Number of Students

Item	1950-51			1955-56			1958-59		
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	
1	2	3	4	5	6	7			
A. By Type of Institution—									
Universities	637	42	2,458	171	3,889	291			
Research Institutions . . . . .	..	..	74	1	122	..			
Arts and Science Colleges	21,897	808	40,026	2,318	64,769	3,936			
Professional and Technical Colleges	3,631	96	7,484	213	9,823	309			
Special Education Colleges	150	20	54	..	456	2			
Higher Secondary Schools . . . . .	..	..	..	..	76,697	7,475			
High Schools	2,27,082	13,501	2,69,929	18,829	3,53,333	25,653			
Middle Schools—									
Basic	33,719	3,355	80,400	8,557	1,28,834	18,043			
Non-Basic	2,87,832	26,441	3,26,314	37,107	4,95,461	73,662			
Primary Schools—									
Basic	31,068	3,240	82,699	10,412	1,59,981	27,995			
Non-Basic	12,3247	1,91,517	14,42,759	2,60,443	20,29,626	4,76,620			
Pre-Primary Schools . . . . .	..	..	191	73	627	262			
Schools for Vocational and Technical Education	8,648	1,095	14,758	1,252	18,874	1,882			
Schools for Special Education	1,27,008	986	1,81,408	13,901	2,57,790	28,595			

REVIEW OF EDUCATION IN INDIA: 1947-61

II—Number of Students—(contd.)

	1	2	3	4	5	6	7
B. By Stages/Subjects General Education (University Standard)—							
Research	11	1	23	1	163	18	
M.A. and M.Sc.	1,084	53	2,057	152	3,318	250	
B.A. and B.Sc. (Pass and Hons.)	5,025	223	8,898	627	15,998	1,240	
Intermediate (Arts and Science)	12,442	541	27,557	1,690	45,291	2,696	
Professional Education (University Standard)—							
Agriculture and Forestry	102	..	336	..	537	..	
Commerce	4,241	1	6,155	1	6,284	..	
Engineering and Technology	507	..	1,076	..	2,717	..	
Law	952	1	1,076	2	1,977	4	
Medicine	1,162	79	1,467	139	1,756	215	
Teachers' Training—							
Basic	..	..	334	14	453	35	
Non-Basic	..	..	16	..	..	..
Veterinary Science	..	..	193	70	199	55	
Other Subjects	..	..	N.A.	N.A.	..	..
20	188	..	769	2	224	12	
95	150	..	..	..	..	..
32	..	..	..	..	..	..
72	..	..	..	..	..	..
			5	5	2,486	49	

General Education (School Standard)—								
High and Higher Secondary	1,05,255	3,583	1,43,795	6,154	3,52,393	20,836		
Middle	2,23,107	11,338	2,76,944	18,128	3,09,826	31,502		
Primary	14,64,586	2,13,133	17,8,027	3,10,943	25,72,455	5,76,983		
Pre-Primary	..	..	520	196	845	349		
Vocational Education (School Standard)—								
Agriculture and Forestry	..	9	1,676	14	1,475	48		
Arts and Crafts	326	204	274	173	437	211		
Commerce	1,89	11	2,397	22	2,203	43		
Engineering	295	..	951	..	3,020	..		
Medicine	..	49	29	..	..	..
Teachers' Training—								
Basic	..	..	6,312	301	6,226	639		
Non-Basic	..	4,467	573	766	821	1,136	430	
Technology and Industrial	2,136	273	2,282	394	4,450	551		
Other Subjects	641	25	160	348	332	..		
Special Education (School Standard)—								
For the Handicapped	..	296	87	..	238	42		
Social (Adult) Education	1,11,891	718	1,81,408	13,901	2,34,511	26,678		
Other Subjects	14,633	181	..	20,913	1,749	..		
Total	19,54,969	2,31,101	24,48,554	3,53,277	35,91,282	6,64,635		

N. A. = Not available.

REVIEW OF EDUCATION IN INDIA: 1947-61

III—Expenditure on Educational Institutions

Item	1950-51		1955-56		1958-59	
	Total	On Institutions for Girls	Total	On Institutions for Girls	Total	On Institutions for Girls
1	2	3	4	5	6	7
<i>A. By Sources</i>						
Government Funds—						
Central	20,80,993	58,444	37,85,382	79,311	55,37,922	1,12,882
State	2,48,82,246	17,78,104	5,10,84,894	32,08,129	10,50,81,075	8,17,830
District Board Funds	1,71,54,689	8,71,289	2,37,95,573	11,99,432	18,80,564	2,71,375
Municipal Board Funds	25,47,259	4,85,329	34,73,144	6,49,237	10,92,982	3,40,465
Fees	1,67,47,024	5,99,955	2,33,53,904	8,13,162	3,38,95,597	12,93,872
Other Sources	71,04,639	6,76,962	1,61,20,519	8,38,590	1,72,49,990	13,45,255
<i>B. By Type of Institutions</i>						
Direct Expenditure on—						
Universities	21,65,015	..	37,12,119	..	48,66,086	..
Boards	..	..	..	..	17,05,300	..
Research Institutions	..	..	2,25,273	..	2,24,685	..
Arts and Science Colleges	44,79,287	3,09,676	76,37,196	4,39,726	1,15,17,303	6,60,097
Colleges for Professional and Technical Education.	23,06,380	..	46,55,708	39,041	64,34,303	41,938
Colleges for Special Education	..	..	24,026	..	2,26,384	..
High and Higher Secondary Schools.	1,23,81,491	9,62,540	1,80,68,560	14,22,259	2,48,67,432	20,53,949

Middle Schools—

Basic	9,24,819	24,209	37,39,576	58,859	51,75,486	78,571
Nor-Basic	90,15,160	7,72,983	1,18,73,822	11,23,982	1,53,28,404	14,15,871

Primary Schools—

Basic	1,70,95,128	12,88,427	14,77,345	4,834	26,43,947	68,389
Non-Basic			2,07,38,918	16,17,737	3,20,31,021	30,12,046

Pre-Primary Schools	..	..	21,283	..	52,432	..
Vocational and Technical Schools.	..	..	39,23,708	2,46,251	63,15,454	3,89,633
Special Education Schools	46,17,676	1,65,655	24,56,282	64,485	30,45,497	1,61,998
<i>Total (Direct)</i>	5,29,84,956	35,23,490	7,85,44,816	50,17,174	11,44,33,684	78,82,492

Indirect Expenditure—

Direction and Inspection	17,69,558	78,520	27,59,986	93,353	56,82,250	2,93,959
Buildings.	81,60,848	2,80,981	2,34,28,227	10,33,928	2,02,33,866	20,64,477
Scholarships	22,12,230	95,345	67,31,520	2,78,909	1,97,49,894	6,95,997
Hostels	8,54,637	1,47,797	13,95,665	1,54,307	20,67,781	1,30,449
Other Miscellaneous Items.	45,34,621	3,34,950	87,53,202	2,01,190	1,15,79,655	4,68,305

<i>Total (Indirect)</i>	1,75,31,894	9,37,598	4,30,68,600	17,61,687	5,03,04,446	36,53,187
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Grand Total	7,05,16,850	44,61,083	12,16,13,416	67,78,861	16,47,38,130	1,15,35,679
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REVIEW OF EDUCATION IN INDIA: 1947-61

IV—Number of Teachers

Item	1947-48		1948-49		1949-50		1950-51		1951-52		1952-53		1953-54		1954-55		1955-56		1956-57		1957-58		
	Original Estimate Year	Estimated Year	Original Total	Estimated Total	Women	Total																	
Universities and Colleges including Institutions	1,332	1,332	67	67	N.A.	N.A.	63,323	63,323	33,923	63,323	3,206	3,206	N.A.	N.A.	3,206	3,206	6	6	7	7	7	7	
High and Higher Secondary Schools	8,108	5,111	894	28,663	14,922	14,922	12,607	12,607	12,607	12,607	12,607	12,607	12,607	12,607	12,607	12,607	12,607	12,607	12,607	12,607	12,607	12,607	
Middle Schools and (Vocational) Primary Schools	40,512	2,570	46,933	52,242	3,405	3,405	46,933	46,933	46,933	46,933	46,933	46,933	46,933	46,933	46,933	46,933	46,933	46,933	46,933	46,933	46,933	46,933	
Pre-Primary Schools	1,136	548	81	81	N.A.	N.A.	81	81	81	81	81	81	N.A.	N.A.	81	81	81	81	81	81	105	105	
Vocational and Technical Schools	1,136	81	81	81	N.A.	N.A.	81	81	81	81	81	81	N.A.	N.A.	81	81	81	81	81	81	129	129	
Special Schools	1,136	81	81	81	N.A.	N.A.	81	81	81	81	81	81	N.A.	N.A.	81	81	81	81	81	81	30	30	
V—Examination Results																							
Students Passing—																							
M.A. and M.Sc.	355	18																					
B.A. and B. Sc. (Pass and Hons.)	1,793	74																					
Professional (Degree)	922	16																					
Matriculation and Equivalent Examinations.	14,405	742	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	
VI—Fees & Expenditure																							
Fees	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	
Expenditure	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	

N. A. = Not available.

VI— Number of Institutions in Rural Areas

Item Primary and Secondary Schools	1950-51			1955-56			1958-59		
	Total	For Girls	%	Total	For Girls	%	Total	For Girls	%
Universities and Colleges	8	4	50	19	4	20	20	4	20
High and Higher Secondary Schools	4,62	2,093	45	725	30	4	1,028	43	9
Middle Schools	56	22,364	50	2,935	74	4	3,564	39	94
Primary and Pre-Primary Schools	1,822	2,961	26	26,604	2,316	9	30,257	6,611	3,142
Vocational and Special Schools	26	1,908	100	4,589	245	5	6,611	41,480	675
Total	27,888	34,872		2,639			3,920		
VII.—Number of Pupils from Rural Areas									
Universities and Colleges	237	1,963	32,985	735	53,165	1,350	3,21,858	10,921	10,921
High and Higher Secondary Schools	1,03,471	36,260	2,668	27,930	5,54,492	61,502	2,28,538	20,06,730	4,49,554
Middle Schools	36,260	20,443	14,10,108	11,040	2,49,018	25,662	1,322	1,76,098	31,70,911
Primary and Pre-Primary Schools	14,10,108	1,45,407	1,11,791	21,71,922	31,85,263	5,49,198			
Vocational and Special Schools	11,040	1,322	1,69,372						
Total	17,55,358								
VIII.—Number of Students in Selected Classes									
Number of Students in Classes—									
I—V	13,43,394	2,02,607	N.A.	10,21	N.A.	10,21	25,72,455	5,6,983	5,6,983
VI—VIII	2,56,352	19,872	N.A.	N.A.	N.A.	N.A.	4,17,730	39,055	39,055
IX—XI	1,55,673	1,4,824	N.A.	N.A.	N.A.	N.A.	2,43,765	13,270	13,270

REVIEW OF EDUCATION IN INDIA: 1947-61

IX—Some Selected Averages and Percentages

	1950-51		1955-56		1958-59	
	2	3	2	3	4	
Cost per capita on Education						
Cost Per Pupil—						
High/Higher Secondary Schools	•	•	•	•	•	N.A.
Middle Schools	•	•	•	•	•	N.A.
Primary Schools	•	•	•	•	•	N.A.
Number of Pupils per Teacher in—						
High / Higher Secondary Schools	•	•	•	•	28	N.A.
Middle Schools	•	•	•	•	26	N.A.
Primary Schools	•	•	•	•	31	N.A.
Percentage of Trained Teachers in—						
High/Higher Secondary Schools	•	•	•	•	40.0	N.A.
Middle Schools	•	•	•	•	45.0	N.A.
Primary Schools	•	•	•	•	57.7	N.A.

N. A.=Not available.

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